

my testimony on common core

Madam Chairwoman and members of the Committee

Dear Members of the House Education committee,

My name is Lori Gilbert Lee and I am a registered nurse from Billings Montana. I also have a minor in psychology and studied early childhood education. I am a mother of 3. In September of 2013 my 4th grade daughter started coming home crying and telling me she has become dumb in math. She had always loved math. I sat down with her and her math book. I couldn't believe some of the stuff being taught, it seemed bizarre to me. I saw common core on the cover so I started doing research. I read everything I could get my hands on about common core. I soon discovered I was not alone in thinking this math was bizarre. I found page after page from states all over the US on facebook started by moms just like me. What I discovered is that children all over were struggling with this new math. Kids were coming home frustrated and hating school. I learned a lot about the common core math standards such as the only mathematician on the validation committee, Dr. James Milgrim, would not sign off on them because he deemed them subpar. I also learned that Jason Zimba, one of the writers of the math standards, admits that the new math does not prepare our children for any STEM careers. You can see him admitting that on youtube. I also learned that Dr. Sandra Stotsky, a standards expert, was on the validation committee and would not sign off on them as well. I went to my school principal, my school board, and even attended meetings put on by OPI to learn about common core. I attended a meeting put on by SD2 and OPI last february. I kept hearing at that meeting that MT was number 3 in the nation. I wondered then why we needed common core? When I asked Dennis Parmon about the opposition of parents and even the teachers union growing in other states such as NY, he threw his hands up in the air, said, "It's political.", put on his coat and walked out. They put on a few more of those meetings and quit letting parents ask questions. That is unacceptable to me as a parent trying to get answers.

I kept studying common core and the more I learned, the more I disliked. Nothing about common core has been proven to improve the education system of our children. It is merely an experiment. I met other moms who were just as frustrated as me and started fighting. I have been to the legislature last year and to the department of ed a few times. I felt like our concerns fell on deaf ears. I also learned that the department of ed didn't know very much about common core except what they were being spoon fed by OPI and other supporters of common core. We found out during one of our visits that they didn't even know who Jason Zimba was. I feel if a state is going to adopt something like this, without legislature approval, they should at least research it. They don't want you involved until it's time to ask for money. I am here to ask you to cut that money for common core off right now.

I started seeing a lot of child psychologists such as Dr. Gary Thompson, and Dr. Megan Koschnick voice concerns about how the common core standards were developmentally inappropriate especially for K-3. That got me even more worried as I had a 1st grader as well. I studied Jean Piaget in college and his stages of child development. These standards go against everything he wrote about. They ask our little ones to be concrete and abstract thinkers way before they are ready. Children that age also learn these milestones at different paces. You can not force a child to learn something before he or she is ready as common core does. This causes stress and is causing children to "check out". I have read testimonies from moms all over the country who's children are starting to hate school because of this stress. A teacher from Georgia, Meg Norris, has quit teaching because of common core. She is getting a masters degree and is doing a thesis on common core and the brain. What she is finding is that this stress is actually causing kids harm.

My daughter started having stomach aches and not wanting to go to school on math test days. She begged me all summer to home school her. I thought the best thing I can do for my children right now is put them in private school. It has been a huge sacrifice for me, but one I am willing to make. My daughter now has an A in math and is loving it. The enrollment of the school last year was 200. This year it was 310. A lot of it is due to common core. Homeschooling is growing as well. SD2 put out an article in the gazette recently that stated that their projected numbers for this year was way down. I have come to believe that everyone that

my testimony on common core
supports common core, either doesn't know enough about it, or has some sort of
personal gain for supporting it.

You have before you today, an opportunity to stop this experiment on our
children and bring MT back to the excellent education system we had before common
core.

BTW I see a lot of teachers here. Are we paying for subs
while they are here?

Also, how many parents, who are not
part of the educational establishment, are
here speaking ~~out~~ against this bill?

P.S. obamas kids don't do common core!

CHOOSE TO REFUSE COMMON CORE!

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on Facebook
[www.facebook.com/groups/
CHOOSETOREFUSECOMMONCORE](http://www.facebook.com/groups/CHOOSETOREFUSECOMMONCORE)

EXHIBIT 7
DATE 2-18-15
NO 377

COMMON CORE CHOOSE TO REFUSE Why should I care?

Because Common Core...

- was never voted on by elected officials and moves control of school curriculum from the local schools and states to the federal level.
- has not been tested and there is no proof that standards will improve student achievement
- is an invasion of student and family privacy.
- results in psychological manipulation and testing of our children.
- means *lower* academic standards.
- provides inadequate math skills and offers a greatly reduced study of literature.
- implementation will be a *huge cost* to taxpayers.
- empowers the state to control student career choices.
- hinders individualism and success because of its "one size fits all" approach.

And did you know...?!
2 members of the Common Core Validation Committee did not sign off on CCS because they considered the English & Math standards to be poor.

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PARENTS AND EDUCATORS
AGAINST COMMON CORE
STANDARDS

Name Olivia Lee

✓ Mid-Chapter Checkpoint

Vocabulary

Choose the best term from the box to complete the sentence.

1. A number that is the product of a number and a counting number is called a multiple. (p. 137)

2. Numbers that are easy to compute mentally are called compatible numbers. (p. 153)

3. When a number cannot be divided evenly, the amount left over is called the remainder. (p. 142)

Vocabulary

~~counting numbers~~
~~compatible numbers~~
multiple
~~remainder~~

79%

Concepts and Skills

Divide. Draw a quick picture to help. (CC.4.NBT.6)

4. $26 \div 3$ 8 R2



5. $19 \div 4$ 4 R3



Use basic facts and place value to find the quotient. (CC.4.NBT.6)

6. $810 \div 9 =$ 90

7. $210 \div 7 =$ 30

8. $3,000 \div 6 =$ 500

Use compatible numbers to estimate the quotient. (CC.4.NBT.6)

9. $635 \div 9$

70

10. $412 \div 5$

80

11. $490 \div 8$

60

Use grid paper or base-ten blocks to model the quotient. Then record the quotient. (CC.4.NBT.6)

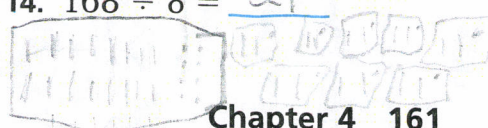
12. $63 \div 3 =$ 21



13. $85 \div 5 =$ 17



14. $168 \div 8 =$ 21



Fill in the bubble completely to show your answer.



15. Ana has 296 coins in her coin collection. She put the same number of coins in each of 7 jars. About how many coins are in each jar? (CC.4.NBT.6)

(A) about 20 coins
(B) about 40 coins
(C) about 200 coins
(D) about 400 coins

$$\begin{array}{r} 296 \\ \times 7 \\ \hline 2078 \end{array}$$

16. Which two estimates is the quotient $345 \div 8$ between? (CC.4.NBT.6)

(A) 40 and 50
(B) 50 and 60
(C) 400 and 500
(D) 500 and 600

$$320 \div 8 = 40$$
$$344 \div 8 = 43$$

17. A peanut vendor had 640 bags of peanuts. She sold the same number of bags of peanuts at each of 8 baseball games. How many bags of peanuts did she sell at each game? (CC.4.NBT.6)

(A) 8
(B) 10
(C) 80
(D) 800

$$640 \div 8 = 80$$

18. There are 4 students on a team for a relay race. How many teams can be made from 27 students? (CC.4.OA.3)

(A) 3
(B) 4
(C) 6
(D) 7

$$24 \div 4 = 6$$

19. Eight teams of high school students helped clean up trash in the community. Afterwards, they shared 23 pizzas equally. How many pizzas did each team get? (CC.4.OA.3)

(A) 2
(B) $2\frac{3}{8}$
(C) $2\frac{7}{8}$
(D) 3

$$16 \div 8 = 2$$
$$23 \div 8 = 2\frac{7}{8}$$

WHAT PARENTS NEED TO KNOW:

SIX REASONS TO OPPOSE COMMON CORE STATE STANDARDS FOR K-3RD GRADE

1) The Common Core State Standards (CCSS) are developmentally inappropriate for young children.

The CCSS for young children were developed by mapping backwards from what is required at high school graduation to the early years. This has led to standards that fail to match how young children develop, think, or learn, and often require them to learn facts and skills before they are ready. As a result, the whole child is devalued along with the importance of social-emotional development, play, art, music, science and physical development.

2) Many of the skills mandated by the CCSS erroneously assume that all children develop and learn skills at the same rate and in the same way.

Children learn skills and concepts at different times, rates, and paces. The CCSS "One Size Fits All" curriculum fails to recognize that each child perceives and approaches the world differently, often taking different routes to reach the same ends. One size does not fit all in early education.

3) Early childhood educators did not participate in the development of the standards.

The CCSS do not comply with the internationally and nationally recognized protocol for writing professional standards. They were written without due process, transparency, or participation by knowledgeable parties and did not include a single K-3 classroom teacher or early childhood education professional.

4) There is a lack of research to support the current early childhood CCSS.

The CCSS do not build on well-known, long-term studies about early childhood development. Additionally, the standards were not pilot-tested and there is no provision for ongoing research or review of their impact on children and on early childhood education.

5) The standards do not take into account *how* young children learn.

Young children learn best when their cognitive, social, emotional, and physical selves become highly engaged in the learning process. Hands-on, play-based, experiential learning engages the whole child, whereas a curriculum focused on discrete academic standards and goals compartmentalizes learning in ways that are not natural for young children.

6) The idea that CCSS will combat the impact of poverty on development and learning and create equal educational opportunity for all children is overly simplistic.

Corporate-style reformers would have us believe that we can solve the problem of poverty by mandating the teaching of basic skills in our nation's schools. But schools cannot solve all of the problems created by societal factors that exist outside of school walls. Inequality and child poverty need to be addressed directly by first ensuring all children have health care, housing, and basic needs met for economic security and well-being.

References available on Defending the Early Years website: <http://deyproject.org>



Report: Requiring kindergartners to read — as Common Core does — may harm some

By **Valerie Strauss** January 13

The Common Core State Standards call for kindergartners to learn how to read, but [a new report](#) by early childhood experts says that forcing some kids to read before they are ready could be harmful.

Two organizations that advocate for early childhood education — [Defending the Early Years](#) and [Alliance for Childhood](#) — issued [the report](#) titled “Reading in Kindergarten: Little to Gain and Much to Lose.” It says there is no evidence to support a widespread belief in the United States that children must read in prekindergarten or kindergarten to become strong readers and achieve academic success.

The authors — Nancy Carlsson-Paige, GERALYN BYWATER McLaughlin and Joan Wolfsheimer Almon — found that:

- Many children are not developmentally ready to read in kindergarten, [a new report](#) says. It says that forcing some kids to read before they are ready could be harmful.

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ad in

kindergarten.

- Research shows greater gains from play-based programs than from preschools and kindergartens with a more academic focus.
- Children learn through playful, hands-on experiences with materials, the natural world, and engaging, caring adults.
- Active, play-based experiences in language-rich environments help children develop their ideas about symbols, oral language and the printed word — all vital components of reading.
- We are setting unrealistic reading goals and frequently using inappropriate methods to accomplish them.
- In play-based kindergartens and preschools, teachers intentionally design language and literacy experiences which help prepare children to become fluent readers.
- The adoption of the Common Core State Standards falsely implies that having children achieve these standards will overcome the impact of poverty on development and learning, and will create equal educational opportunity for all children.

The report says that kindergarten has since the 1980s become increasingly academic — with big pushes from President George W. Bush's No Child Left Behind and President Obama's Race to the Top — and that today many children are being asked to do things they are not ready to do. It says:

Under the Common Core State Standards (CCSS) the snowball has escalated into an avalanche which threatens to destroy appropriate and effective approaches to early education. The kindergarten standards, in use in over 40 states, place huge emphasis on print literacy and state bluntly that, by the end of kindergarten, children are to “read emergent-reader texts with purpose and understanding.” Large amounts of time and money are being

devoted to this goal, and its impact is felt strongly in many preschools as well.

Many children are not developmentally ready to read in kindergarten. In addition, the pressure of implementing the standards leads many kindergarten teachers to resort to inappropriate didactic methods combined with frequent testing. Teacher-led instruction in kindergartens has almost entirely replaced the active, play-based, experiential learning that we know children need from decades of research in cognitive and developmental psychology and neuroscience.

When children have educational experiences that are not geared to their developmental level or in tune with their learning needs and cultures, it can cause them great harm, including feelings of inadequacy, anxiety and confusion. A grandmother from Massachusetts told this story:

My 5-year-old grandson adored his play-based preschool, but it was a different story when he started an all-day, very academic, public kindergarten. From the first day he had mostly worksheets and table tasks, which he said were “hard.” On the fifth day of kindergarten he refused to go to school, locked himself in his bedroom, and hid under his bed!

Here from the report are some examples from the Core that the authors cite as inappropriate for many kindergartners:

The CCSS website states, “Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.” However, there is no evidence that mastering these standards in kindergarten rather than in first grade brings lasting gains. To achieve them usually calls for long

hours of drill and worksheets — and reduces other vital areas of learning such as math, science, social studies, art, music and creative play.

Fluency

CCSS.ELA-LITERACY.RF.K.4: Read emergent-reader texts with purpose and understanding.

Print Concepts

CCSS.ELA-LITERACY.RF.K.1.D: Recognize and name all upper- and lowercase letters of the alphabet.

Phonics and Word Recognition

CCSS.ELA-LITERACY.RF.K.3.B: Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

Integration of Knowledge and Ideas

CCSS.ELA-LITERACY.RI.K.9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Research to Build and Present Knowledge

CCSS.ELA-LITERACY.W.K.7: Participate in shared research and writing projects.

Vocabulary Acquisition and Use

CCSS.ELA-LITERACY.L.K.4.B: Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

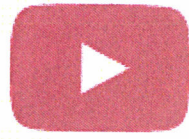
The authors call for the withdrawal and rewriting of the kindergarten Common Core

standards. Other recommendations from the report are:

- Invest in high quality, long-term research to identify which approaches in preschool and kindergarten best help children become fluent readers by fourth grade and beyond, paying particular attention to children living in poverty.
- Convene a task force of early childhood educators to recommend developmentally appropriate, culturally responsive guidelines for supporting young children's optimal learning from birth to age 8.
- End the use of high-stakes testing with children up to third grade and the use of test scores for teacher evaluation and the closing of schools.
- Promote the use of assessments that are based on observations of children, their development and learning.
- Ensure a high level of professionalism for all early childhood educators. Strive to reduce the income achievement gap by
- placing experienced teachers in low-income communities. Invest in high-quality teacher preparation and ongoing professional development.

(Clarification: In a previous version a bullet was out of place making a sentence incomprehensible. It is now fixed.)

Here's a video on this subject:



One of the report's authors, Carlsson-Paige, who is professor emerita of early childhood education at Lesley University in Cambridge, Mass., and the author of "Taking Back Childhood", [co-wrote a tough critique](#) of the kindergarten Common Core standards that you can read here. It says in part:

When the standards were first revealed in March 2010, many early childhood educators and researchers were shocked. "The people who wrote these standards do not appear to have any background in child development or early childhood education," wrote Stephanie Feeney of the University of Hawaii, chair of the Advocacy Committee of the National Association of Early Childhood Teacher Educators.

The promoters of the standards claim they are based in research. They are not. There is no convincing research, for example, showing that certain skills or bits of knowledge (such as counting to 100 or being able to read a certain number of words) if mastered in kindergarten will lead to later success in school. Two recent studies show that direct instruction can actually limit young children's learning. At best, the standards reflect guesswork, not

. . .cognitive or developmental science.

Moreover, the Common Core Standards do not provide for ongoing research or review of the outcomes of their adoption—a bedrock principle of any truly research-based endeavor.

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You may also be interested in:

[Six reasons to reject Common Core K-3 standards](#)

[Why kindergarten teachers don't want to give this test to students](#)

[‘Sweat shop’ kindergarten: ‘It’s maddening’](#)

Valerie Strauss covers education and runs The Answer Sheet blog.

Joint Statement of Early Childhood Health and Education Professionals on the Common Core Standards Initiative

Issued by the Alliance for Childhood

March 2, 2010

www.allianceforchildhood.org

WE HAVE GRAVE CONCERNS about the core standards for young children now being written by the National Governors Association and the Council of Chief State School Officers. The draft standards made public in January conflict with compelling new research in cognitive science, neuroscience, child development, and early childhood education about how young children learn, what they need to learn, and how best to teach them in kindergarten and the early grades.

We have no doubt that promoting language and mathematics is crucial to closing the achievement gap. As written, however, the proposed standards raise the following concerns:

- *Such standards will lead to long hours of instruction in literacy and math.* Young children learn best in active, hands-on ways and in the context of meaningful real-life experiences. New research shows that didactic instruction of discrete reading and math skills has already pushed play-based learning out of many kindergartens. But the current proposal goes well beyond most existing state standards in requiring, for example, that every kindergartner be able to write “all upper- and lowercase letters” and “read with sufficient accuracy and fluency to support comprehension.”
- *They will lead to inappropriate standardized testing.* Current state standards for young children have led to the heavy use of standardized tests in kindergarten and the lower grades, despite their unreliability for assessing children under age eight. The proposed core standards will intensify inappropriate testing in place of broader observational assessments that better serve young children’s needs.
- *Didactic instruction and testing will crowd out other important areas of learning.* Young children’s learning must go beyond literacy and math. They need to learn about families and communities, to take on challenges, and to develop social, emotional, problem-solving, self-regulation, and perspective-taking skills. Overuse of didactic instruction and testing cuts off children’s initiative, curiosity, and imagination, limiting their later engagement in school and the workplace, not to mention responsible citizenship. And it interferes with the growth of healthy bodies and essential sensory and motor skills—all best developed through playful and active hands-on learning.
- *There is little evidence that such standards for young children lead to later success.* While an introduction to books in early childhood is vital, research on the links between the intensive teaching of discrete reading skills in kindergarten and later success is inconclusive at best. Many of the countries with top-performing high-school students do not begin formal

schooling until age six or seven. We must test these ideas more thoroughly before establishing nationwide policies and practices.

We therefore call on the National Governors Association and the Council of Chief State School Officers to suspend their current drafting of standards for children in kindergarten through grade three.

We further call for the creation of a consortium of early childhood researchers, developmental psychologists, pediatricians, cognitive scientists, master teachers, and school leaders to develop comprehensive guidelines for effective early care and teaching that recognize the right of every child to a healthy start in life and a developmentally appropriate education.

G. Rollie Adams, President and CEO, Strong National Museum of Play, Rochester, NY
Cynthia K. Aldinger, Executive Director, LifeWays North America, Norman, OK
Edith Adams Allison, Learning Disabilities Specialist, Amherst, MA
Joan Almon, Executive Director, Alliance for Childhood, College Park, MD
Defne Apul, Assistant Professor of Civil Engineering, University of Toledo, Toledo, OH
Ruth H. Aranow, Senior Academic Advisor, Krieger School of Arts & Sciences, Johns Hopkins University, Baltimore, MD
Cara Armstrong, Curator of Education, Fallingwater, Mill Run, PA
Anne Austin, Director, Early Learning Center, Baruch College, New York, NY
Ray Bacchetti, Vice President, Planning and Management, Emeritus, Stanford University, Palo Alto, CA
Lyda Beardsley, Director, Child Development Programs, College of Marin, Kentfield, CA
Sara Bennett, Founder, Stop Homework, Brooklyn, NY
Laura M. Bennett-Murphy, Associate Professor, Psychology, Westminster College, Salt Lake City, UT
Marilyn Benoit, M.D., Past President, American Academy of Child and Adolescent Psychiatry, Washington, DC
Karen D. Benson, Professor, California State University, Sacramento, CA
Eugene V. Beresin, M.D., Professor of Psychiatry, Harvard Medical School, Boston, MA
Wendy C. Blackwell, Director of Education, National Children's Museum, Washington, DC
Wil Blechman, M.D., President, Docs for Tots Florida; Past President, Kiwanis International, Miami, FL
Herb Bleich, early childhood teacher, Community School 133, New York, NY
Amy Blesi, board member, Winnetka Alliance for Early Childhood, Winnetka, IL
Paula Jorde Bloom, Professor of Early Childhood Education, National-Louis University, Wheeling, IL
Lila Braine, Emeritus Professor of Cognitive Psychology, Barnard College, Columbia University, New York, NY
Michael Brody, M.D., Chair, Media Committee, American Academy of Child and Adolescent Psychiatry, Washington, DC
Stuart L. Brown, M.D., Founder and President, National Institute for Play, Carmel Valley, CA
Sylvia Bulgar, Professor, Mathematics Education, Rider University, Lawrenceville, NJ
Blakely Bundy, Executive Director, Winnetka Alliance for Early Childhood, Winnetka, IL
Kathleen Burriss, Professor, Early Childhood, Middle Tennessee State University, Murfreesboro, TN
Wei Cao, Assistant Professor, University of Michigan, Flint, MI
Nancy Carlsson-Paige, Professor of Early Childhood Education, Lesley University, Cambridge, MA
Catherine Carotta, Associate Director, Center for Childhood Deafness, Boys Town National Research Hospital, Omaha, NE
Julie Ann Carroll, Founding President, Winnetka Alliance for Early Childhood, Winnetka, IL
Ingrid Chalufour, Lead Developer, Foundations of Science Literacy, Education Development Center, Newton, MA

Barbara C. Chauvin, Supervising Teacher, University of Maryland Baltimore County, Catonsville, MD
Sherry Cleary, Executive Director, NYC Early Childhood Professional Development Institute, City University of New York, NY
Carol Cole, Executive Director, Sophia Project, Oakland, CA
Patricia M. Cooper, Assistant Professor of Literacy and Early Childhood Education, New York University, New York, NY
Jayna Coppedge, Children's Minister, First Baptist Church, Tahlequah, OK
Colleen Cordes, Executive Director, Psychologists for Social Responsibility, Washington, DC
Donna Couchenour, Professor and early childhood teacher educator, Shippensburg University of Pennsylvania, Shippensburg, PA
Milly Cowles, Dean, Principals' Academy, Mobile, AL
Ellen F. Crain, M.D., Professor of Pediatrics, Albert Einstein College of Medicine, Bronx, NY
William Crain, Professor of Psychology, City College of New York, NY
Sara McCormick Davis, Associate Professor, University of Arkansas Fort Smith; President Elect, National Association of Early Childhood Teacher Educators, Fort Smith, AR
Diane Trister Dodge, President, Teaching Strategies, Inc., Bethesda, MD
Aviva Dorfman, Associate Professor of Early Childhood Education, University of Michigan, Flint, MI
Georgianna Duarte, Professor, University of Texas, Brownsville, TX
Barbara Dubitsky, Director, Mathematics Leadership Programs, Bank Street College, New York, NY
Eleanor Duckworth, Professor of Education, Harvard University, Cambridge, MA
Sean Durham, Director, Early Learning Center for Research and Practice, University of Tennessee, Knoxville, TN
Carolyn Pope Edwards, Willa Cather Professor of Psychology and Child, Youth, and Family Studies, University of Nebraska, Lincoln, NE
David Elkind, Professor Emeritus of Child Development, Tufts University, Medford, MA
Ann S. Epstein, Senior Director of Curriculum Development, HighScope Educational Research Foundation, Ypsilanti, MI
Beverly Falk, Professor, School of Education, City College of New York, NY
Stephanie Feeney, Professor Emerita of Education, University of Hawaii; Chair of the Advocacy Committee, National Association of Early Childhood Teacher Educators, Honolulu, HI
Margery B. Franklin, Professor Emerita of Psychology, Sarah Lawrence College, Bronxville, NY
Doris Fromberg, Professor and Director of Early Childhood Teacher Education, Hofstra University, Hempstead, NY
Joe L. Frost, Parker Centennial Professor Emeritus, University of Texas, Austin, TX
Ellen Galinsky, author and work life researcher, New York, NY
Howard Gardner, Hobbs Professor of Cognition and Education, Harvard Graduate School of Education, Cambridge, MA
Suzanne Gellens, Executive Director, Florida Association for the Education of Young Children, Tampa, FL
Roberta Golinkoff, H. Rodney Sharp Professor of Education, Psychology, and Linguistics and Cognitive Science, University of Delaware, Newark, DE
Elizabeth N. Goodenough, Lecturer in Literature, University of Michigan, Ann Arbor, MI
Rachel Grob, Director, Child Development Institute, Sarah Lawrence College, Bronxville, NY
Marcy Guddemi, Executive Director, Gesell Institute of Human Development, New Haven, CT
Joan Gussow, Professor Emerita of Nutrition and Education, Teachers College, Columbia University, New York, NY
Winifred M. Hagan, Early Care and Education Consultant, CAYL Institute, Cambridge, MA
Darell Hammond, CEO and co-founder, KaBOOM!, Washington, DC
Jane M. Healy, educational psychologist and author, Vail, CO
Kathy Hirsh-Pasek, Stanley and Debra Lefkowitz Professor of Psychology, Temple University, Philadelphia, PA

Craig Holdrege, biologist, educator, Director, The Nature Institute, Ghent, NY

Carla M. Horwitz, Director, Calvin Hill Day Care Center and Kindergarten; Lecturer, Yale Child Study Center, Yale University, New Haven, CT

Carollee Howes, Professor, University of California, Los Angeles, CA

Kim Hughes, Therapeutic Teacher, Trainer, and Consultant; 1999-2000 North Carolina Teacher of the Year, Project Enlightenment, Wake County Schools, Raleigh, NC

Mary Hynes-Berry, Faculty, Erikson Institute for Early Childhood, Chicago, IL

Olga S. Jarrett, Associate Professor, Early Childhood Education, Georgia State University, Atlanta, GA

Candace Jaruszewicz, Director, N. E. Miles Early Childhood Development Center, College of Charleston, Charleston, SC

Jim Johnson, Professor-in-Charge of Early Childhood Education, Pennsylvania State University, University Park, PA

Constance Kamii, Professor, University of Alabama at Birmingham, AL

Lilian G. Katz, Professor Emeritus and Co-director, Clearinghouse on Early Education and Parenting, University of Illinois, Champaign, IL

Merrie B. King, Montessori Program Director and Associate Professor of Education, Belmont University, Nashville, TN

Ethan H. Kisch, M.D., Child Psychiatrist; Medical Director, Quality Behavioral Health, Warwick, RI

Robert H. Klein, Professor Emeritus of Physics, Cleveland State University, Cleveland, OH

Tovah Klein, Director, Center for Toddler Development, Barnard College, Columbia University, New York, NY

Edgar Klugman, Professor Emeritus, Wheelock College, Boston, MA

Alfie Kohn, author and lecturer, Belmont, MA

Linda Kroll, Professor, School of Education, Mills College, Oakland, CA

Vicki LaBoskey, Professor of Education, Mills College, Oakland, CA

Linda Lantieri, Director, The Inner Resilience Program, New York, NY

Deborah Lenny, Principal, Golden Valley Charter School of Sacramento, Orangevale, CA

Diane E. Levin, Professor of Early Childhood Education, Wheelock College, Boston, MA

Susan Lyon, President, Susan Lyon Education Foundation, Mills College, Oakland, CA

Yeou-Cheng Ma, M.D., Developmental Pediatrician, Albert Einstein College of Medicine, Bronx, NY

Fran P. Mainella, Co-Chair, U.S. Play Coalition, Clemson University, Clemson, SC

David Marshak, Professor Emeritus, Seattle University, Bellingham, WA

Milbrey McLaughlin, David Jacks Professor of Education, Stanford University, Stanford, CA

Gillian D. McNamee, Professor and Director, Teacher Education, Erikson Institute, Chicago, IL

Deborah W. Meier, Educator and Senior Scholar, New York University, New York, NY

Edward Miller, Senior Researcher, Alliance for Childhood, New York, NY

Mary Sue Miller, Lead Educator for Early Learning, Chicago Children's Museum, Chicago, IL

Lowell Monke, Associate Professor of Education, Wittenberg University, Springfield, OH

Mary Ruth Moore, Professor, University of the Incarnate Word, San Antonio, TX

Dorine Morese, Instructional Coordinator, NYC Office of Early Childhood Education, New York, NY

John Nimmo, Executive Director, Child Study and Development Center, University of New Hampshire, Durham, NH

Nel Noddings, Lee Jacks Professor Education Emerita, Stanford University, Stanford, CA

Pedro A. Noguera, Peter L. Agnew Professor of Education and Executive Director, Metropolitan Center for Urban Education, New York University, New York, NY

Susan Ohanian, Fellow, Education Policy Studies Laboratory, Arizona State University, Charlotte, VT

Sharna Olfman, Professor of Clinical and Developmental Psychology, Point Park University, Pittsburgh, PA

Linda Olivenbaum, Director, California Early Childhood Mentor Program, San Francisco, CA

David Osher, Vice President, Education, Human Development, Workforce, American Institutes for Research, Washington, DC

Vivian Gussin Paley, author and teacher emerita, University of Chicago Laboratory Schools, Chicago, IL
Kim John Payne, director, Center for Social Sustainability, Antioch University, Northampton, MA
Jane P. Perry, Research Coordinator and Teacher, Harold E. Jones Child Study Center, University of California, Berkeley, CA
Helene Pniewski, M.D., Developmental Pediatrician and Child Psychiatrist, Family Service Association, Providence, RI
Ruth Prescott, Professional Development Director, Chicago Metro Association for the Education of Young Children, Chicago, IL
Baji Rankin, Executive Director, New Mexico Association for the Education of Young Children, Albuquerque, NM
Fretta Reitzes, Director, Goldman Center for Youth and Family, 92nd Street Y, New York, NY
Mary S. Rivkin, Associate Professor, University of Maryland, Baltimore County, Baltimore, MD
Joe Robertson, Director of Parent/Child Programs, Free to Be Under Three, New York, NY
Alvin Rosenfeld, M.D., Child Psychiatrist; Lecturer, Harvard Medical School, Boston, MA
A. G. Rud, Head, Department of Educational Studies, Purdue University, West Lafayette, IN
Eliza Russell, Director of Education, National Wildlife Federation, Reston, VA
Susan Riemer Sacks, Professor of Psychology, Barnard College, Columbia University, New York, NY
Eric Schaps, President, Developmental Studies Center, Oakland, CA
Lawrence J. Schweinhart, President, HighScope Educational Research Foundation, Ypsilanti, MI
Dorothy G. Singer, Senior Research Scientist, Dept. of Psychology, Yale University, New Haven, CT
Jerome L. Singer, Professor Emeritus of Psychology, Yale University, New Haven, CT
Mary Stone, President, Missouri Association for the Education of Young Children, Springfield, MO
Maurice Sykes, Executive Director, Early Childhood Leadership Institute, University of the District of Columbia, Washington, DC
Molly Thompson, Director, Early Childhood Programs, Breakwater School, Portland, ME
Arlene Uss, Director, Center for Early Care and Education, Bank Street College, New York, NY
Rosario Villasana-Ruiz, Faculty, City College of San Francisco, CA
Macy Welsh, Director, National Lekotek Center, Chicago, IL
Donald Wertlieb, Professor, Eliot-Pearson Department of Child Development, Tufts University, Medford, MA
Frank R. Wilson, M.D., Neurologist (retired), Stanford University School of Medicine, Portland, OR
Marie Winn, Writer, New York, NY
Lisa Witkowski, Director, Future Workforce Unit, Workforce Solutions for Tarrant County, Fort Worth, TX
Chip Wood, Author and educator, Courage and Renewal Northeast, Wellesley, MA
George Wood, Principal, Federal Hocking Middle & High School, Amesville, OH
Karen Worth, Instructor, Wheelock College, Boston, MA

Note: Signers' affiliations are listed for identification purposes only and do not signify the organizations' endorsement of this statement. For a full list of signers, see www.allianceforchildhood.org. For more information about this statement and the Alliance, contact Executive Director Joan Almon (joan.almon@verizon.net) or Senior Researcher Edward Miller (ed@allianceforchildhood.org).